

Casey County Board of Education

Certified Evaluation Plan

Superintendent: Linda W. Hatter

## CERTIFIED PERSONNEL EVALUATION PLAN

Casey County

606-787-6941

Name of District

Telephone

1922 N. US 127

Liberty, Ky.

42539

Street Address

City and State

Zip Code

Linda Hatter, Superintendent

Evaluation Contact Person

Cynthia Durham, Supervisor

### Evaluation Plan Development Committee Members

Alan Patterson	Teacher	Casey Co. Middle
Kathy Fogle	Principal	Casey Co. Middle
Barry Lee	Principal	Casey Co. High
Francie Godbey	Teacher	Casey Co. High
Kyle Durham	Teacher	District wide
Judy Phillips	Assist. Principal	Walnut Hill
Shelia Martin	Teacher	Walnut Hill
Tina Wethington	Assist. Principal	Jones Park
Carol Price	Teacher	Jones Park
Betty Wesley	Teacher	Liberty
Sam Bastin	Teacher	Liberty
Cynthia Durham	Supervisor	Central Office
Teresa Terry	Supervisor	Central Office
Linda Hatter	Superintendent	Central Office

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## ASSURANCES

### CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Casey County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 14, 2010.

Linda W. Hatter

Signature of District Superintendent

6-14-10

Date

Karen C. [Signature]

Signature of Chairperson, Board of Education

6-14-10

Date

# DISTRICT PROFILE SHEET

## *Casey County*

### *Nontenured Evaluatees*

Cycle for Evaluation .....	Annually
Pre-observation/contact required.....	Yes
Number of observations required .....	Two informal & one formal (minimum)
Timeline for observations.....	October - April 1
Timeline for post-observation .....	Within five working days
Timeline for Summative Conference.....	By April 1st
Timeline for Individual Growth Plan.....	Develop at initial post-observation conference or earlier. Reviewed and Revised at each observation and Summative conference.
Summative to Superintendent .....	April 1

### *Tenured Evaluatees*

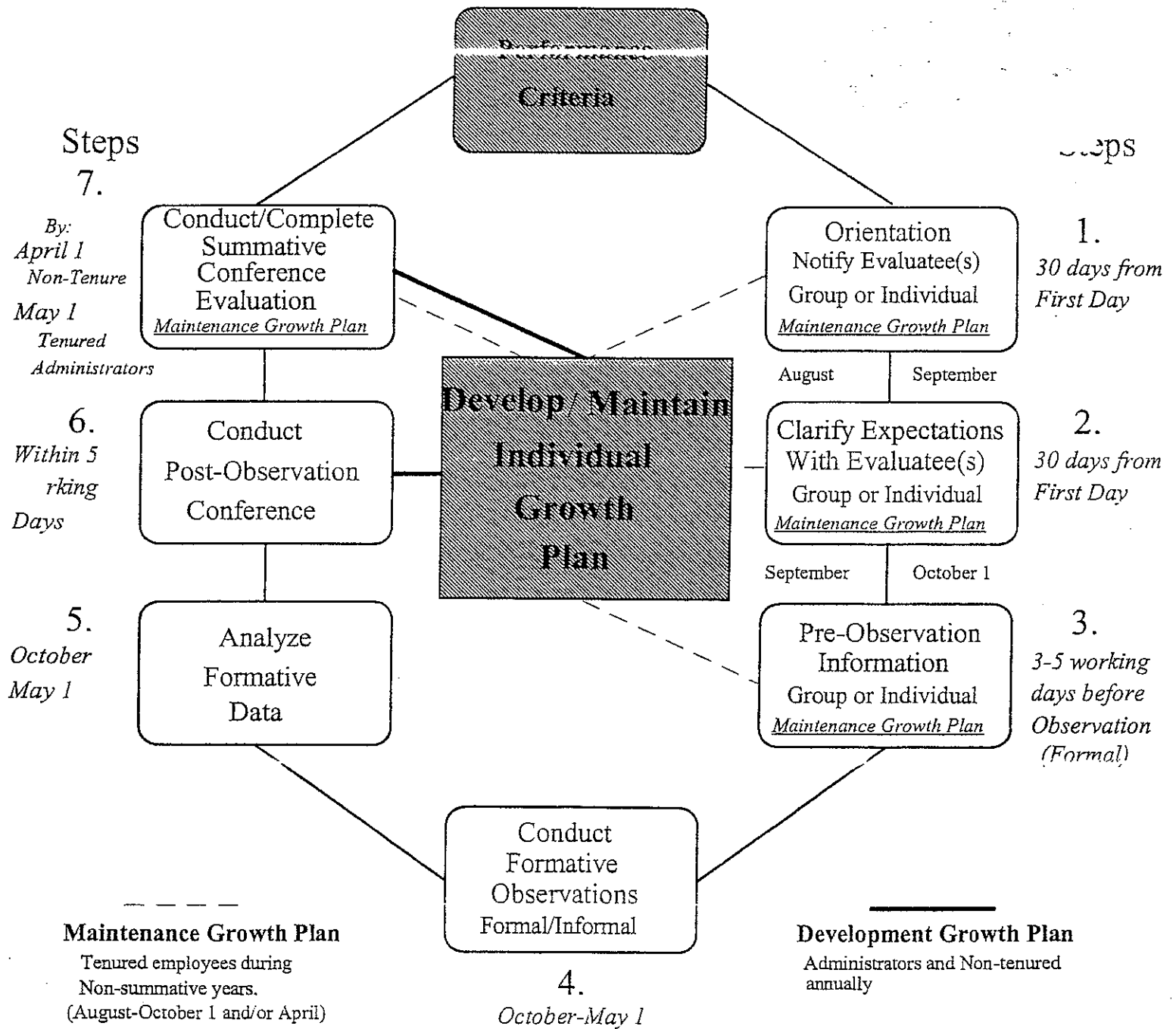
Cycle for Evaluation .....	Summative once every three years
Pre-observation/contact required.....	Yes
Number of observations required year of Summative Evaluation .....	Enrichment Growth Plan -one formal & one informal Assistance Growth Plan-Multiple observations
Timeline for observations.....	October - May 1
Timeline for post-observation .....	Within five working days
Timeline for Summative Conference.....	By May 1
Timeline for Individual Growth Plan.....	Develop at initial Post-observation Conference. Reviewed and revised at each Post-observation Conference and Summative Conference. Reviewed and revised August-October 1 &/or April each nonsummative year.
Summative to Superintendent .....	May 1

### *Administrators*

Cycle for evaluation .....	Yearly - one formal and one informal
Timeline for formative observation.....	September through April
Timeline for Growth Plan Development .....	Initial conference and Summative
Formative/Goal Setting Conference .....	By May 1
Timeline for Summative Evaluation.....	By May 1
Summative to Superintendent .....	May 1

# CASEY COUNTY

## CERTIFIED PERSONNEL EVALUATION CYCLE



The Individual Growth Plan is completed annually and is aligned with the school improvement/transformation and Professional Development Plans.

## **CERTIFIED STAFF EVALUATION PLAN**

The Casey County Board of Education recognizes the need for the value of a sound, fair Certified Staff Evaluation Plan. The Board adopts and promotes the following Certified Evaluation Plan for the Casey County School District. This evaluation plan was developed through the efforts of an evaluation committee with an equal number of teacher and administrator representatives.

### **PHILOSOPHY**

The purpose of an effective evaluation plan is designed (1) to improve the instructional program, (2) to provide an objective standard of accountability, (3) to foster professional growth, (4) to support individual personnel decisions, and (5) to ensure adherence to the professional code of ethics.

The formulation, implementation, and perpetuation of an effective evaluation program are dependent upon continuous interaction among all certified personnel. It is of paramount importance that all staff members be totally and completely involved in the evaluation process.

The plan itself does not guarantee improvements. Emphasis must be given to identifying specific improvement plans that address the specific areas for professional growth.

The success of any school program is dependent upon the degree of commitment of its members. A strong, genuine commitment, especially by the instructional leadership, will guarantee the success of this evaluation system.

### **OBJECTIVES**

To improve the instructional program and provide a means of accountability to the citizens of Casey County.

To encourage self-assessment and self-direction of all certified staff.

To provide encouragement and incentives for certified employees to improve performance levels as well as to support individual personnel decisions.

To increase teacher awareness of instructional goals and classroom practices.

To improve teacher - administrator communication.

To provide an increased sense of pride and professionalism which in turn will motivate staff to improve classroom/administrative practices.

To comply with the provisions of KRS 156.577 and related 704 KAR 3:345.



## **CERTIFIED EVALUATION PLAN COMPONENTS**

### **Evaluation Criteria**

The criteria specified in this evaluation plan have been approved by the Certified Evaluation Committee. These criteria have been stated in performance standard form with each performance standard subdivided into specific indicators that can be observed and recorded.

### **Evaluation Instrument**

The evaluation instrument is more than a report of one classroom observation. The instrument reflects the culmination of the total process, documenting the staff member's performance over the entire school year(s). The instrument contains information related to the individual's specific job related standards and performance criteria attained from the Kentucky Department of Education. This performance review requires the development of a professional growth plan that addresses any specified concerns. The summative evaluation form shall include one of the following recommendations:

Meets Standards	Develops Enrichment Plan
Growth Needed	Develops Assistance Plan
Does Not Meet	Recommendation to not be re-employed

### **Conferences**

Ongoing observation and conferencing shall be included in the formative phase of the professional growth process of performance appraisal. Prior to observation, the evaluator shall hold a pre-conference and /or have evaluatee complete the Pre-Observation Worksheet. Pre-conference may be group or individual. All observations (formal/informal) must be followed by a post-observation conference. This conference shall be held within five(5) working days of the observation.

### **Lesson Plan Format**

Instructional staff shall comply with the district adopted Lesson Plan Format. The lesson plan is an integral part of the total teaching process. The principal shall review the teacher's lesson plan prior to formal observation.

## Professional Growth Plan

After an initial observation and/or consultation of the evaluatee, a professional growth plan shall be established whereby the teacher or administrator is given assistance for becoming more proficient in his/her job. The growth plan shall be aligned with specific goals and objectives of the school improvement/Consolidated plans and staff development. This growth plan will be reviewed annually and be a part of the next cycles formative and summative evaluation.

## Established Rules and Principles

- (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. In cases where the assistant principal is assigned evaluation responsibilities, the principal will remain involved and will attach a cover letter to those evaluations completed by the assistant principal. The Kentucky Teacher Intern Program (KTIP) form TC20 or TC12 will serve as the summative evaluation for interning teachers. The TC20 form will be used for the 1st semester interns and the TC12 form will meet the requirement for the full year intern. Principals during their intern year will be evaluated through the principal intern program. The interns will also have summative evaluations using our forms on file, data collected during the intern year will supply the information for these evaluations.
- (b) All monitoring (formal and informal observations) of performance of a certified employee shall be conducted openly with the full knowledge of the teacher/administrator.
- (c) All evaluations shall be in writing on an evaluation form.
- (d) All formal and informal observations to be considered in evaluation, shall be documented and discussed with evaluatee within 5 working days.
- (e) The evaluation system shall provide personnel an opportunity for a written response by the certified employee evaluated which will become part of the official personnel file.
- (f) A copy of the evaluation shall be provided for the person evaluated.
- (g) Summative evaluations shall be filed at the Central Office as an official component of each certified employee's personnel file no later than May 1 each year.
- (h) All certified personnel shall be oriented to the criteria on which they are to be evaluated within 30 days or within the first month of reporting for employment

each school year.

- (i) Any evaluatee has the right to appeal summative evaluations.
- (j) Any evaluatee has the right to request, in writing by February 15th of the academic year, observations by another teacher trained in the teacher's content area or by curriculum content specialists. The selection of the third party observer shall be determined through mutual agreement by evaluator and evaluatee. If they haven't agreed within 5 working days of the teacher's written request, the evaluator shall select the third party observer.

### **Evaluation Timetable**

- (a) Nontenured teachers shall receive multiple (at least one formal and two informal) observation(s) annually; at least one observation is required the first semester.
- (b) Tenured teachers shall complete a summative evaluation a minimum of once every three year period.
- (c) Certified tenured employees receiving satisfactory performance will develop an Enrichment Growth Plan. Alternative methods of data collection, i.e. peer review, self-assessment, etc. may be used to signify successful completion of the growth plan. (See Alternative/Optional Methods of Data Collection)
- (d) Certified tenured employees receiving unsatisfactory observations shall require multiple observations, and shall develop an Assistance Growth Plan.
- (e) Growth plan reviews will be conducted annually for all personnel.
- (f) All administrators, including the superintendent, shall receive an annual summative evaluation.
- (g) Summative evaluations shall be completed and submitted to the Superintendent by April 1st for limited contract personnel, May 1st for continuing contract personnel, and administrators.
- (h) The primary evaluator may conduct observations as frequently as deemed necessary.

### **Review and Assessment of Evaluation Plan**

- (a) Annual reviews shall be conducted. These reviews shall be conducted by a committee composed of equal numbers of teachers and administrators. The evaluation committee shall review the evaluation plan and make appropriate revisions and/or additions, if so needed.
- (b) Revisions to the evaluation plan shall be approved by the Casey County Board of Education and the Kentucky Department of Education.

### **Training of Evaluators**

All evaluators shall be certified. Each primary evaluator shall receive training relevant to his/her specific area of supervision. This training shall consist of :

Training at the state and local level designed to address the needs of the individual district and to reflect the uniform use of evaluation instrument(s). Training shall be specifically related to:

- (1) Observation techniques-gathering data
- (2) Conferencing
- (3) Designing/writing a growth/improvement plan
- (4) Monitoring the growth/improvement plan
- (5) Understanding the local Evaluation Process
- (6) Effective teaching and management practices

Training, as part of the effective leadership requirement, that is specifically related to the evaluation process (12 hours each evaluation cycle to maintain certification).

Sharing of printed material and current research related to certified staff evaluation.

Training shall reflect the use of data/research pertaining to effective teaching practices and management techniques.

All training shall be conducted by persons having received training in evaluation methods and/or having conducted training in evaluated methods. The district shall designate a contact person for the district's evaluation plan. This person shall also be responsible for evaluation training.

## **Orientation**

All staff shall be orientated to the district plan for certified personnel performance appraisal for professional growth, and of the criteria on which they are to be evaluated within the first month of reporting for employment each school year.

## **Superintendent**

The local board of education shall develop and adopt the process used to evaluate the Superintendent. This process shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111. They may use the ISLLC, Standards and Performance Criteria for Education Administrators as part of their evaluation if the board chooses to do so.

## **Performance Evaluation**

Performance Evaluation is a process for Professional Growth with all educators working cooperatively to achieve goals and objectives that enhance student learning.

## **Evaluation Process**

The evaluation process shall include both formative and summative evaluation of certified employees.

Tenured employees shall be observed annually through on-going observation of performance and conferencing and development of an individual professional growth plan. Summative evaluations with multiple observations shall occur at a minimum of once every three years.

Nontenured employees shall be observed annually through on-going observation of performance, conferencing, the development of an individual professional growth plan, and summative assessment. Summative evaluation with multiple observations shall occur annually for nontenured employees.

Administrators shall be evaluated annually through on-going observation of performance and conferencing, the development of an individual professional growth plan, and summative evaluation.

## Definitions

**Administrator** means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

**Conference** means a meeting involving the evaluator and the certified employee being evaluated for the purpose of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

**Evaluation** means a process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and the establishment and monitoring of a professional growth plan.

**Formal observation** means an observation conducted after a pre-conference or completion of Pre-Observation Form and followed within five (5) working days by a post-observation conference.

**Formative evaluation** means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

**Indicators** means measurable or observable behaviors and outcomes that demonstrate performance criteria.

**Informal observation** means an observation whereby the evaluator comes in the classroom unannounced to observe performance and is followed within five (5) working days by a post-observation conference. These observations may be conducted as frequently as deemed necessary.

**Observation** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

**Performance criteria** means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

**Position** means a professional role in the school district.

**Primary evaluator** means the immediate supervisor of the employee.

**Professional growth plan** means an individualized plan that includes: Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator; Objectives, a plan for achieving the objectives, and a method for evaluating success; Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and Identification of the school and district resources within available funds to accomplish the goals.

**Standards of performance** means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

**Summative evaluation** means the summary of, and conclusions from, the evaluation data, including formative evaluation data that occur at the end of an evaluation cycle, and include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

**Teacher** means a certified staff person who directly instructs students.

**Enrichment Professional Growth Plan** means a plan whereby a person being evaluated establishes goals for enrichment/development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving objectives, and a method for evaluating the success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement/consolidated and professional staff plans. Evaluatees who receive satisfactory on all components and/or observations will develop this type plan.

**Assistance Professional Growth Plan** means a plan whereby a person being evaluated establishes specific goals to improve an identified area of concern in performance. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of an assistance team of individuals to help the employee grow professionally. Evaluatees who do not meet standards in any category or whose observation results are unsatisfactory will develop this type plan.

**Maintenance Plan** means reviewing and revising the Professional Growth Plan, for tenured evaluatees only, during the two nonsummative years.

**Development Plan** means the plan developed during the summative year for tenured evaluatees. Nontenured evaluatees and administrators will develop this plan annually.

## **Alternative/Optional Methods of Data Collection**

Section 4 of KRS 156.577 provides the opportunity for a local district to request a waiver from the Ky. Dept. of Education from the guidelines and administrative regulations promulgated by the Ky. Board of Education and required in subsection (3c) of this KRS in order to implement an alternative evaluation plan for employees on continuing contracts. The alternative plan must provide for a three phase certified employee evaluation plan the includes: (1) Evaluation for Professional Growth (2) Transition and (3) Evaluation for Deficiency. These are explained in full in the regulation found in Appendix B.

## **Professional Portfolio**

The evaluatee may choose to develop a professional portfolio. This may include the following:

Transcripts	Self-Assessments
Certification	Surveys
Job History	Formative Observations
Units Developed	Summative Observations
Writing	Videos of Performance
Projects	Special Recognition
Lesson Plans	Use of Technology
Individual Growth Plans	Individual Activities
Consolidated Plan Goals	

## **Appeals Panel**

All members of the appeals panel shall be current employees of the school district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship). One member of the panel shall be appointed by the Board of Education.

Reference: KRS 156.557 & 704 KAR:345

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Alternates



shall be used in the event a regular member cannot serve or in the event of a conflict of interest. Release time shall be provided for panel members at the discretion of the same. funding for panel expenses will be provided from the general fund.

The Board of Education shall also appoint a member to serve on the panel and an alternate. This member shall serve as chairperson of the Appeals Panel.

The length of term for an appeals panel member shall be one year (July 1 - June 30). Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/one vote
- All certified employees given the opportunity to vote

Panel members may seek training through the District Contact Person.

### **Appeals Panel Hearing Procedures**

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within five (5) working days of the summative evaluation conference, file an appeal in writing with the district appeals panel utilizing the request form provided in the plan. No member of the panel shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law). No member of the panel shall serve on any appeal in which he/she were the evaluator.

### **Preliminary Hearing**

Upon receiving the request the panel will schedule a Preliminary hearing within 10 working days to provide documentation to all parties and the panel. The chairperson of the panel shall be the person appointed by the Board. Five (5) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for the evaluator, the evaluatee, and one each for the three members of the panel. The chairperson shall convene the hearing and explain the procedures for the process.

Panel members shall meet at a time and place set by the chairperson. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The chairperson may determine if there is a need to tape record the hearing. Tapes shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing for future discussions of the panel.

The hearing shall be closed. A closed hearing will include panel, evaluatee, evaluator, and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the Appeals hearing. No other documentation or witnesses may be presented at the Appeals Panel Hearing, unless agreed upon by all parties.

### **Appeals Panel Hearing**

Within five (5) working days an Appeals Panel Hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. Again the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. The burden of proof shall be on the employee to the panel. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and evaluator. Each party will be asked to make closing remarks. The chairperson of the panel will make closing remarks. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendation must include one of the following;

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

**Summative form only is to be sent to the Superintendent.** All observation data and Growth plan are to remain in the primary evaluator's file.

Document on the Monitoring Sheet the times and dates of preconferences, observations, formative and summative conferences, etc. **This sheet is to be turned in to the Central Office also.**

**TEACHER**  
**STANDARDS**  
**PERFORMANCE**  
**CRITERIA**

## DATA COLLECTION SUMMARY

*(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)*

Observee \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Observer \_\_\_\_\_ Position \_\_\_\_\_

### Classroom Observation Information:

Date \_\_\_\_\_ Unit of Study/Lesson \_\_\_\_\_

Time \_\_\_\_\_ Academic Expectations (No.'s) \_\_\_\_\_

*(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)*

### STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Professional Leadership: <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>	
1.1. Builds positive relationships within and between school and community.	1.8 Initiates and develops educational projects and programs.
1.2. Promotes leadership potential in colleagues.	1.9. Practices effective listening, conflict resolution, and group facilitation skills as a team member.
1.3. Participates in professional organizations and activities.	1.10. Demonstrates punctuality and good attendance for all duties.
1.4. Writes and speaks effectively.	1.11. Adheres to school board policies and administrative procedures.
1.5. Contributes to the professional knowledge and expertise about teaching and learning.	1.12. Adheres to the state professional Code of Ethics.
1.6. Guides the development of curriculum and instructional materials.	<b>Standard 1.</b> (Considerations for professional growth plan.)
1.7. Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.	

**Standard 2: Demonstrates Knowledge of Content: *The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.***

2.1. Communicates a breadth of content knowledge across the discipline(s) to be taught.	2.6. Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.
2.2. Communicates a current knowledge of discipline(s) taught.	2.7. Analyzes sources of factual information for accuracy.
2.3. Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.	2.8. Presents content in a manner that reflects sensitivity to a multicultural and global perspective.
2.4. Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.	2.9. Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.
2.5. Connects content knowledge to real-world applications.	<b>Standard 2.</b> Considerations for professional growth plan.)

<b>Standard 3: Designs/Plans Instruction:</b> <i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
3.1. Focuses instruction on one or more of Kentucky's learning goals and academic expectations.	3.8. Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.
3.2. Develops instruction that requires students to apply knowledge, skills, and thinking processes.	3.9. Develops and implements appropriate assessment processes.
3.3. Integrates skills, thinking processes, and content across disciplines.	3.10. Secures and uses a variety of appropriate school and community resources to support learning.
3.4. Creates and uses learning experiences that challenge, motivate and actively involve the learner.	3.11. Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.
3.5. Creates and uses learning experiences that are developmentally appropriate for learners.	3.12. Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.
3.6. Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.	<b>Standard 3.</b> (Considerations for professional growth plan.)
3.7. Arranges the physical classroom to support the types of teaching and learning that are to occur.	

**Standard 4: Creates/Maintains Learning Climate:** *The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge/*

4.1. Communicates with and challenges students in a supportive manner and provides students with constructive feedback.	4.6. Encourages and supports individual and group inquiry.
4.2. Maintains positive classroom interaction by establishing appropriate expectations during group activities.	4.7. Uses a variety of classroom management techniques that foster individual responsibility and cooperation.
4.3. Shows consistent sensitivity to individuals and responds to students objectively.	4.8. Analyzes and changes the classroom to accommodate a variety of instructional strategies.
4.4. Shows flexibility and creativity in the development of classroom processes and instructional procedures.	4.9. Works with colleagues to develop an effective learning climate within the school.
4.5. Locates and organizes materials and equipment to create an enriched multimedia environment.	<b>Standard 4.</b> (Considerations for professional growth plan.)



<b>Standard 5: Implements/Manages Instruction:</b> <i>The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	
5.1. Communicates specific goals and high expectations for learning.	5.9. Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.
5.2. Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.	5.10. Presents differing viewpoints when integrating knowledge and experiences across disciplines.
5.3. Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.	5.11. Makes effective use of media and technologies.
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.	5.12. Makes efficient use of physical and human resources and time.
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.	5.13. Provides opportunities for students to use and practice what is learned.
5.6 Stimulates students to reflect on their own ideas and those of others.	5.14. Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.
5.7. Uses appropriate questioning strategies to help students solve problems and think critically.	<b>Standard 5.</b> (Considerations for professional growth plan.)
5.8. Manages student examination of social issues relative to course content, possible responses, and associated consequences.	

**Standard 6: Assesses and Communicates Learning Results:** *The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.*

6.1. Selects and uses appropriate assessments.

6.5. Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

6.2. Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

6.3. Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.

**Standard 6.** (Considerations for professional growth plan.)

6.4. Provides opportunities for students to assess and improve their performance based on prior assessment results.

<b>Standard 7: Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning.</i></b>	
7.1. Assesses and analyzes the effectiveness of instruction.	7.3. Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.
7.2. Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.	<b>Standard 7.</b> (Considerations for professional growth plan.)
<b>Standard 8: Collaborates with Colleagues/Parents/Others: <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i></b>	
8.1. Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.	8.3. Articulates expectations for each collaborative event, e.g., time lines and responsibilities.
8.2. Discusses with parents, students and others the purpose and scope of the collaborative effort.	8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

8.5 Secures and makes use of school and community resources that present differing viewpoints.	8.8. Analyzes previous collaborative experiences to improve future experiences.
8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.	8.9. Assesses students' special needs and collaborates with school services and community agencies to meet those needs.
8.7. Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.	<b>Standard 8.</b> (Considerations for professional growth plan.)
<b>Standard 9: Engages in Professional Development: <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i></b>	
9.1. Establishes priorities for professional growth.	9.4. Applies to instruction the knowledge, skills, and processes acquired through professional development.
9.2. Analyzes student performance to help identify professional development needs.	9.5. Modifies own professional development plan to improve instructional performance and to promote student learning.
9.3. Solicits input from others in the creation of individual professional development plans.	<b>Standard 9.</b> (Considerations for professional growth plan.)

**Standard 10: Demonstrates Implementation of Technology: *The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.***

10.1. Operates a multimedia computer and peripherals to install and use a variety of software.	10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
10.2. Uses terminology related to computers and technology appropriately in written and verbal communication.	10.7. Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.	10.8. Requests and uses appropriate assistive and adaptive devices for students with special needs.
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	10.9. Designs lessons that use technology to address diverse student needs and learning styles.
10.5. Creates multimedia presentations using scanners, digital cameras, and video cameras.	10.10 Practices equitable and legal use of computers and technology in professional activities.

10.11. Facilitates the lifelong learning of self and others through the use of technology.	10.15. Uses technology to support multiple assessments of student learning.
10.12. Explores, uses, and evaluates technology resources, software, applications, and related documentation.	10.16. Instructs and supervises students in the ethical and legal use of technology.
10.13. Applies research-based instructional practices that use computers and other technology.	<b>Standard 10.</b> (Considerations for professional growth plan.)
10.14. Uses computers and other technology for individual, small group, and large group learning activities.	

# SUMMATIVE CONFERENCING FORM

Teacher  
ANALYSES OF PERFORMANCE  
SUMMATIVE EVALUATION

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricular activities, professional development activities, etc.)

Evaluatee/Observee \_\_\_\_\_ Content Area Grade(s) \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

Unit of Study/Lesson \_\_\_\_\_

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does not Meet	
<b>1. Demonstrates Professional Leadership:</b> <i>The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.</i>				Discussed
1.1 Builds positive relationships within and between school and community				
1.2 Promotes leadership potential in colleagues.				
1.3 Participates in professional organizations and activities.				
1.4 Writes and speaks effectively.				
1.5 Contributes to the professional knowledge and expertise about teaching and learning.				
1.6 Guides the development of curriculum and instructional materials.				
1.7 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.				
1.8 Initiates and develops educational projects and programs.				
1.9 Practices effective listening, conflict resolution, and group facilitation skills as a team member.				
1.10 Demonstrates punctuality and good attendance for all duties.				
1.11 Adheres to school board policies and administrative procedures.				
1.12 Adheres to the state professional Code of Ethics.				
<b>Overall Rating for Summative Evaluation Form</b>				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does not Meet	
<b>2. Demonstrates Knowledge of Content:</b> <i>The teacher demonstrates content knowledge within own discipline(s) and in applications(s) to other disciplines.</i>				Discussed
2.1 Communicates a breadth of content knowledge across the discipline(s) to be taught.				

## SUMMATIVE CONFERENCING FORM

Teacher

2.2 Communicates a current knowledge of discipline(s) taught.				
2.3 Demonstrates a general knowledge that allows for integration of ideas and information across the discipline.				
2.4 Demonstrates an overall knowledge of one's discipline(s) that allows the teacher to teach to the students' ability levels and learning styles.				
2.5 Connects content knowledge to real-world applications.				
2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.				
2.7 Analyzes sources of factual information for accuracy.				
2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.				
2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.				
<b>Overall rating for Summative Evaluation Form</b>				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>3. Designs/Plans Instruction:</b> <i>The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	Meets	Growth Needed	Does not Meet	Discussed
3.1 Focuses instruction on one or more of Kentucky's learning goals and academic expectations.				
3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.				
3.3 Integrates skills, thinking processes, and content across disciplines.				
3.4 Creates and uses learning experiences that challenge, motivate and actively involve the learner.				
3.5 Creates and uses learning experiences that are developmentally appropriate for learners.				
3.6 Develops and incorporates strategies that address physical, social, and cultural and that show sensitivity to differences.				
3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.				
3.8 Includes creative and appropriate use of technologies (e.g. audiovisual equipment, computers, lab equipment, etc.) to improve student learning.				
3.9 Develops and implements appropriate assessment processes.				
3.10 Secures and uses a variety of appropriate school and community resources to support learning.				
3.11 Develops and incorporates learning experiences that encourage students to be adaptable, flexible, resourceful, and creative.				
3.12 Uses knowledge acquired from past teaching experiences to anticipate instructional challenges.				
<b>Overall rating for Summative Evaluation Form</b>				



## SUMMATIVE CONFERENCING FORM

Teacher

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>4. Crates/Maintains Learning Climate:</b> <i>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	Meets	Growth Needed	Does not Meet	Discussed
4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.				
4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.				
4.3 Shows consistent sensitivity to individuals and responds t students objectively.				
4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.				
4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.				
4.6 Encourages and supports individual and group inquiry.				
4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.				
4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.				
4.9 Works with colleagues to develop an effective learning climate within the school.				
Overall rating for Summative Evaluation Form				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>5. Implements/Manages Instruction:</b> <i>The teacher introduces/implement/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	Meets	Growth Needed	Does not Meet	Discussed
5.1 Communicates specific goals and high expectations for learning.				
5.2 Connects learning with student's prior knowledge, experiences and backgrounds, and aspirations for future roles.				
5.3 Models/demonstrates the skills, concepts, attributes, and/or thinking processes to be learned.				
5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.				
5.5 Provides opportunities for students to increase their knowledge of cultural similarities and differences.				
5.6 Stimulates students to reflect on their own ideas and those of others.				
5.7 Uses appropriate questioning strategies to help students solve problems and think critically.				
5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences.				

# SUMMATIVE CONFERENCING FORM

Teacher

5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.				
5.10Presents differing viewpoints when integrating knowledge and experiences across disciplines.				
5.11Makes effective use of media and technologies.				
5.12Makes efficient use of physical and human resources and time.				
5.13Provides opportunities for students to use and practice what is learned.				
5.14Identifies student misconceptions; provides guidance; and offers students continuous feedback on progress toward expectations.				
<b>Overall rating of Summative Evaluation Form</b>				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>6. Assess and Communicates Learning Results:</b> <i>The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, becomes self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge..</i>	Meets	Growth Needed	Does not Meet	Discussed
6.1 Selects and uses appropriate assessments.				
6.2 Makes appropriate provisions for assessment processes that address social, cultural, and physical diversity.				
6.3 Assesses student performance using the established criteria and scoring guides consistent with Kentucky's assessment program.				
6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results.				
6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.				
6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.				
Overall rating for Summative Evaluation Form				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
7. Reflects/Evaluates Teaching/Learning: <i>The teacher reflects on and evaluates teaching/learning..</i>	Meets	Growth Needed	Does not Meet	Discussed
7.1 Assesses and analyzes the effectiveness of instruction.				
7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.				
7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.				
Overall rating of Summative Evaluation Form				

# SUMMATIVE CONFERENCING FORM

Teacher

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>8. Collaborates with Colleagues/Parents/Others:</b> <i>The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</i>	Meets	Growth Needed	Does not Meet	Discussed
<b>8.1</b> Initiates collaboration with others and relates situations where collaboration with others will enhance student learning.				
<b>8.2</b> Discusses with parents, students and others the purpose and scope of the collaborative effort.				
<b>8.3</b> Articulates expectations for each collaborative event, e.g., time lines and responsibilities.				
<b>8.4</b> Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.				
<b>8.5</b> Secures and makes use of school and community resources that present differing viewpoints.				
<b>8.6</b> Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.				
<b>8.7</b> Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.				
<b>8.8</b> Analyzes previous collaborative experiences to improve future experiences.				
<b>8.9</b> Assesses students' special needs and collaborates with school services and community agencies to meet those needs.				
<b>Overall rating of Summative Evaluation Form</b>				

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
<b>9. Engages in Professional Development:</b> <i>The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.</i>	Meets	Growth Needed	Does not Meet	Discussed
<b>9.1</b> Establishes priorities for professional growth.				
<b>9.2</b> Analyzes student performance to help identify professional development needs.				
<b>9.3</b> Solicits input from others in the creation of individual professional development plans.				
<b>9.4</b> Applies to instruction the knowledge, skills and processes acquired through professional development.				
<b>9.5</b> Modifies own professional development plan to improve instructional performance and to promote student learning.				
<b>Overall rating of Summative Evaluation Form</b>				

# SUMMATIVE CONFERENCING FORM

Teacher

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does not Meet	
<b>10. Demonstrates Implementation of Technology:</b> <i>The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.</i>				Discussed
10.1 Operates a multimedia computer and peripherals to install and use a variety of software.				
10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.				
10.3 Demonstrates knowledge of the use of technology in business, industry, and society.				
10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.				
10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.				
10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.				
10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.				
10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.				
10.9 Designs lessons that use technology to address diverse student needs and learning styles.				
10.10 Practices equitable and legal use of computers and technology in professional activities.				
10.11 Facilitates the lifelong learning of self and others through the use of technology.				
10.12 Explores, uses, and evaluates technology resources, software, applications and related documentation.				
10.13 Applies research-based instructional practices that use computers and other technology.				
10.14 Uses computers and other technology for individual, small group, and large group learning activities.				
10.15 Uses technology to support multiple assessments of student learning.				
10.16 Instructs and supervises students in the ethical and legal use of technology.				
<b>Overall rating of Summative Evaluation Form</b>				

## SUMMATIVE EVALUATION FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Position \_\_\_\_\_  
 School/Work Site \_\_\_\_\_  
 Date(s) of Observation(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_  
 Date(s) of Conference(s) 1st \_\_\_\_\_ 2nd \_\_\_\_\_ 3rd \_\_\_\_\_ 4th \_\_\_\_\_

<u>Teacher Standards:</u>	<u>Ratings</u>	
	<u>Meets</u>	<u>*Does Not Meet</u>
1. Demonstrates Professional Leadership	_____	_____
2. Demonstrates Knowledge of Content	_____	_____
3. Designs and Plans Instruction	_____	_____
4. Creates/Maintains Learning Climate	_____	_____
5. Implements/Manages Instruction	_____	_____
6. Assesses/Communicates Learning Results	_____	_____
7. Reflects/Evaluates Teaching/Learning	_____	_____
8. Collaborates With Colleagues/Parents/Others	_____	_____
9. Engages in Professional Development	_____	_____
10. Demonstrates Implementation of Technology	_____	_____
<b>Overall Rating</b> _____		

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_

Evaluatee's Comments:

\_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Comments:

\_\_\_\_\_  
 \_\_\_\_\_

### To be signed after all information above has been completed and discussed:

Evaluatee: \_\_\_\_\_ Agree with the summative evaluation \_\_\_\_\_  
 \_\_\_\_\_ Disagree with summative evaluation \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Evaluator: \_\_\_\_\_  
 \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Opportunities for appeal process at both the local and state levels are a part of \_\_\_\_\_ district's evaluation plan.

### Employment Recommendation to Central Office

\_\_\_\_\_ Meets teacher standards for re-employment  
 \_\_\_\_\_ Does not meet teacher standards for re-employment

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7,8,9, and the local district plan.*

*\*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*

**ADMINISTRATOR**

**STANDARDS**

**PERFORMANCE**

**CRITERIA**

## EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

*Review the following standard titles and descriptions of each:*

<b>ISLLC Evaluation Standards for Education Administrators</b>	
<b>1. <u>Vision</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</b>
<b>2. <u>School Culture and Learning</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</b>
<b>3. <u>Management</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</b>
<b>4. <u>Collaboration</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</b>
<b>5. <u>Integrity, Fairness, Ethics</u></b>	A school administrator is an educational leader who promotes the success of all students by acting <b>with integrity, fairness, and in an ethical manner.</b>
<b>6. <u>Political, Economic, Legal</u></b>	A school administrator is an educational leader who promotes the success of all students by <b>understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>

ISLLC  
**Evaluation Standards and Performance Criteria  
for Education Administrators**

*(All performance criteria may not apply to all administrative positions.)*

**Standard 1: Vision**

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community
- 1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 the core beliefs of the school vision are modeled for all stakeholders
- 1.4 the vision is developed with and among stakeholders
- 1.5 the contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 progress toward the vision and mission is communicated to all stakeholders
- 1.7 the school community is involved in school improvement efforts
- 1.8 the vision shapes the educational programs, plans, and actions
- 1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.
- 1.10 assessment data related to student learning are used to develop the school vision and goals
- 1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 barriers to achieving the vision are identified, clarified, and addressed
- 1.13 needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 existing resources are used in support of the school vision and goals
- 1.15 the vision, mission and implementation plans are regularly monitored, evaluated and revised

**Standard 2: School Culture and Learning**

A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 2.1 all individuals are treated with fairness, dignity, and respect
- 2.2 professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 students and staff feel valued and important
- 2.4 the responsibilities and contributions of each individual are acknowledged
- 2.5 barriers to student learning are identified, clarified, and addressed
- 2.6 diversity is considered in developing learning experiences
- 2.7 life long learning is encouraged and modeled
- 2.8 there is a culture of high expectations for self, student, and staff performance
- 2.9 technologies are used in teaching and learning
- 2.10 student and staff accomplishments are recognized and celebrated
- 2.11 multiple opportunities to learn are available to all students
- 2.12 the school is organized and aligned for success
- 2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 the school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used to make decisions
- 2.17 student learning is assessed using a variety of techniques
- 2.18 multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 pupil personnel programs are developed to meet the needs of students and their families



### **Standard 3: Management**

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

Performances – The administrator facilitates processes and engages in activities ensuring that

- 3.1 knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 emerging trends are recognized, studied, and applied as appropriate
- 3.4 operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 time is managed to maximize attainment of organizational goals
- 3.8 potential problems and opportunities are identified
- 3.9 problems are confronted and resolved in a timely manner
- 3.10 financial, human, and material resources are aligned to the goals of schools
- 3.11 the school acts entrepreneurially to support continuous improvement
- 3.12 organizational systems are regularly monitored and modified as needed
- 3.13 stakeholders are involved in decisions affecting schools
- 3.14 responsibility is shared to maximize ownership and accountability
- 3.15 effective problem-framing and problem-solving skills are used
- 3.16 effective conflict resolution skills are used
- 3.17 effective group-process and consensus-building skills are used
- 3.18 effective communication skills are used
- 3.19 there is effective use of technology to manage school operations
- 3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 human resource functions support the attainment of school goals
- 3.23 confidentiality and privacy of school records are maintained

### **Standard 4: Collaboration**

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances – The administrator facilitates processes and engages in activities ensuring that:

- 4.1 high visibility, active involvement, and communication with the larger community is a priority
- 4.2 relationships with community leaders are identified and nurtured
- 4.3 information about family and community concerns, expectations, and needs is used regularly
- 4.4 there is outreach to different business, religious, political, and service agencies and organizations
- 4.5 credence is given to individuals and groups whose values and opinions may conflict
- 4.6 the school and community serve one another as resources
- 4.7 available community resources are secured to help the school solve problems and achieve goals
- 4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 community youth family services are integrated with school programs
- 4.10 community stakeholders are treated equitably
- 4.11 diversity is recognized and valued
- 4.12 effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 public resources and funds are used appropriately and wisely
- 4.15 community collaboration is modeled for staff
- 4.16 opportunities for staff to develop collaborative skills are provided

### **Standard 5: Integrity, Fairness, Ethics**

A school administrator is an educational leader who promotes the success of all students by acting **with integrity, fairness, and in an ethical manner**

**Performances** – The administrator facilitates process and engages in activities ensuing that:

- 5.1 examines personal and professional values
- 5.2 demonstrates a personal and professional code of ethics
- 5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 serves as a role model
- 5.5 accepts responsibility for school operations
- 5.6 considers the impact of one's administrative practices on others
- 5.7 uses the influence of the office to enhance the educational program rather than for personal gain
- 5.8 treats people fairly, equitably, and with dignity and respect
- 5.9 protects the rights and confidentiality of students and staff
- 5.10 demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 recognized and respects the legitimate authority of others
- 5.12 examines and considers the prevailing values of the diverse school community
- 5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 opens the school to public scrutiny
- 5.15 fulfills legal and contractual obligations
- 5.16 applies laws and procedures fairly, wisely, and considerately

### **Standard 6: Political, Economic, Legal**

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

**Performances** – The administrator facilitates process and engages in activities ensuring that:

- 6.1 the environment in which schools operate is influenced on behalf of students and their families
- 6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 there is ongoing dialogue with representatives of diverse community groups
- 6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 public policy is shaped to provide quality education for students
- 6.6 lines of communication are developed with decision makers outside the school community

# SUMMATIVE CONFERENCING FORM

## Education Administrators

### ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator/Observer \_\_\_\_\_ Position \_\_\_\_\_

Date of Conference (Analyses) \_\_\_\_\_ School/Work Site \_\_\_\_\_

Standards/Performance Criteria <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Performance/Product/Portfolio Ratings			Professional Growth Activities  Discussed
	(*More than one (1) rating can be checked)			
1: Vision	Meets	Growth Needed	Does Not Meet	
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities				
1.3 the core beliefs of the school vision are modeled for all stakeholders				
1.4 the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated				
1.6 progress toward the vision and mission is communicated to all stakeholders				
1.7 the school community is involved in school improvement efforts				
1.8 the vision shapes the educational programs, plans, and actions				
1.9 provides opportunities that encourage collaboration among others in the use of resources				
1.10 assessment data related to student learning is used to develop the school vision and goals				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals				
1.12 barriers to achieving the vision are identified, clarified, and addressed				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals				
1.14 existing resources are used in support of the school vision and goals				
1.15 the vision and implementation plans are regularly monitored, evaluated, and revised				
Overall rating for Summative Evaluation Form				

# SUMMATIVE CONFERENCING FORM

## Education Administrators

<b>2: School Culture and Learning</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
2.1 all individuals are treated with fairness, dignity, and respect				
2.2 Professional development promotes a focus on student learning consistent with the school vision and goals				
2.3 Students and staff feel valued and important				
2.4 the responsibilities and contributions of each individual are acknowledged				
2.5 barriers to student learning are identified, clarified and addressed				
2.6 diversity is considered in developing learning experiences				
2.7 life long learning is encouraged and modeled				
2.8 there is a culture of high expectations for self, student, and staff performance				
2.9 technologies are used in teaching and learning				
3.6 student and staff accomplishments are recognized and celebrated				
3.7 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curriculum, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined				
3.6 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies				
3.7 the school culture and climate are assessed on a regular basis				
3.8 a variety of sources in information is used to make decisions				
3.9 student learning is assessed using a variety of techniques				
3.6 multiple sources of information regarding performance are used by staff and students				
3.7 a variety of supervisory and evaluation models is employed				
2.20 pupil personnel programs are developed to meet the needs of students and their families				
<b>Overall rating for Summative Evaluation Form</b>				

<b>3: Management</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
3.1 knowledge of learning, teaching, and student development is used to inform management decisions				
3.2 operational procedures are designed and managed to maximize opportunities for successful learning				
3.3 emerging trends are recognized, studied, and applied as appropriate				
3.4 operational plans and procedures to achieve the vision and goals of the school are in place				
3.5 collective bargaining and other contractual agreements related to the school are effectively managed				

# SUMMATIVE CONFERENCING FORM

Education Administrators

3: Management (Con't)	Meets	Growth Needed	Does Not Meet	Discussed
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7 time is managed to maximize attainment of organizational goals				
3.8 potential problems and opportunities are identified				
3.9 problems are confronted and resolved in a timely manner.				
3.10 financial, human, and material resources are aligned to the goals of schools				
3.11 the school acts entrepreneurally to support continuous improvement				
3.12 organizational systems are regularly monitored and modified as needed				
3.13 stakeholders are involved in decisions affecting schools				
3.14 responsibility is shared to maximize ownership and accountability				
3.15 effective Problem-framing and problem-solving skills are used				
3.16 effective conflict resolution skills are used				
3.17 effective group-process and consensus-building skills are used				
3.18 effective communication skills are used				
3.19 there is effective use of technology to manage school operations				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained				
3.22 human resource functions support the attainment of school goals				
3.23 confidentiality and privacy of school records are maintained				
<b>Overall rating for Summative Evaluation Form</b>				

4: Collaboration - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 high visibility, active involvement, and communication with the larger community is a priority				
4.2 relationships with community leaders are identified and nurtured				
4.3 information about family and community concerns, expectations, and needs is used regularly				
4.4 there is outreach to different business, religious, political, and service agencies and organizations				
4.5 credence is given to individuals and groups whose values and opinions may conflict				
4.6 the school and community serve one another as resources				
4.7 available community resources are secured to help the school solve problems and achieve goals				
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals				

## SUMMATIVE CONFERENCING FORM

### Education Administrators

<b>4: Collaboration</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
4.1 community stakeholders are treated equitably				
4.2 diversity is recognized and valued				
4.3 effective media relations are developed and maintained				
4.4 a comprehensive program of community relations is established				
4.5 public resources and funds are used appropriately and wisely				
4.6 community collaboration is modeled for staff				
4.7 opportunities for staff to develop collaborative skills are provided				
<b>Overall rating for Summative Evaluation Form</b>				

<b>5: Integrity, Fairness, Ethics</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
5.1 examines personal and professional values				
5.2 demonstrates a personal and professional code of ethics				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance				
5.4 serves as a role model				
5.5 accepts responsibility for school operations				
5.6 considers the impact of one's administrative practices on others				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain				
5.8 treats people fairly, equitably, and with dignity and respect				
5.9 protects the rights and confidentiality of students and staff				
5.10 demonstrates appreciation for the sensitivity to the diversity in the school community				
5.11 recognized and respects the legitimate authority of others				
5.12 examines and considers the prevailing values of the diverse school community				
5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior				
5.14 opens the school to public scrutiny				
5.15 fulfills legal and contractual obligations				
5.16 applies laws and procedures fairly, wisely, and considerately				
<b>Overall rating for Summative Evaluation Form</b>				

<b>6: Political, Economic, Legal</b> - <i>The education administrator facilitates processes and engages in activities ensuring that:</i>	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the environment in which schools operate is influenced on behalf of students and their families				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate				
6.3 there is ongoing dialogue with representatives of diverse community groups				

## SUMMATIVE CONFERENCING FORM

Education Administrators

:	Meets	Growth Needed	Does Not Meet	Discussed
6.1 the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities				
6.2 public policy is shaped to provide equality education for students				
6.3 lines of communication are developed with decision makers outside the school community				
<b>Overall rating for Summative Evaluation Form</b>				

\*This column provides for one or more rating. For example, an evaluatee might simply "*meet*" the performance criteria and that cell alone would be checked. Also, an evaluatee could "*meet*" the performance criteria yet "*need growth*" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "*not meet*" the performance criteria and "*need growth*". If the "*does not meet*" cell is checked, the cell "*growth needed*" must be checked.

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Date(s) of Conference(s)      1<sup>st</sup> \_\_\_\_\_      2<sup>nd</sup> \_\_\_\_\_      3<sup>rd</sup> \_\_\_\_\_      4<sup>th</sup> \_\_\_\_\_

### Overall Rating

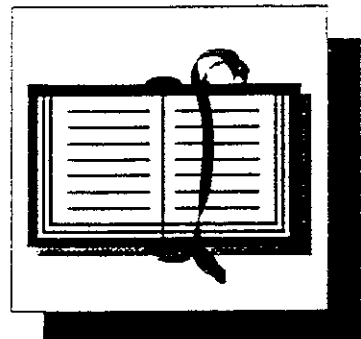
**Evaluator's Comments:**

Opportunities for appeal processes at both the local and state levels are a part of \_\_\_\_\_  
\_\_\_\_\_ district's evaluation plan.

## 45



# FORMS



# CASEY COUNTY BOARD OF EDUCATION

**School:** \_\_\_\_\_

**Year:**

[illegible]

The letter "G" shows growth plan development and/or maintenance.

## APPEALS PANEL HEARING REQUEST FORM

I \_\_\_\_\_, have been evaluated by \_\_\_\_\_ during the current evaluative cycle. My disagreement with the findings of the summative have been thoroughly discussed with my evaluator.

I respectfully request the Casey County School District Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

\_\_\_\_\_ substance  
\_\_\_\_\_ procedure  
\_\_\_\_\_ both substance and procedure

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

School: \_\_\_\_\_

Date of Summative Conference \_\_\_\_\_

Date evaluator notified of intent to appeal \_\_\_\_\_

This form shall be presented in person or by mail to any member of the appeals panel within five working days of completion of the summative conference.

## PRE-OBSERVATION INSTRUMENT

_____ Evaluatee	_____ Date of Observation	_____ School
_____ Subject Area	_____ Period/Time	_____ Grade/Level

Professional Growth Plan Performance Area: \_\_\_\_\_  
(Must reflect school goals in PD & Transformation Plan)

Total # of Students in class \_\_\_\_\_ # of Students with IEP's \_\_\_\_\_ Years of Experience \_\_\_\_\_

### Pre-Observation Worksheet

1. What are lesson objectives? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. To which learner Academic Expectation  
is this lesson designed? # \_\_\_\_\_

5. How will you evaluate the students'  
mastery of objective?

3. What teaching techniques will be used?

6. Is this experience  
\_\_\_\_\_ review or  
\_\_\_\_\_ new learning?

4. List any specific teaching behaviors  
you would like monitored?

7. Are there any special circumstances  
of which the evaluator should be  
aware?

_____ Evaluatee's Signature	_____ Date	_____ Evaluator's Signature	_____ Date
--------------------------------	---------------	--------------------------------	---------------

\_\_\_\_\_ School Year

\_\_\_\_\_ Enrichment  
\_\_\_\_\_ Assistance

**Individual Professional Growth Plan**  
Casey County

Evaluatee	Date	School
-----------	------	--------

1. Performance Area:

2. Criterion:

3. Growth Objectives:

4. Present Stage of Development:    Awareness \_\_\_\_\_                      Preparation \_\_\_\_\_  
   Implementation \_\_\_\_\_                      Refinement \_\_\_\_\_

5. Procedures and activities for achieving Objectives:

6. Appraisal Method and Target Dates:

7. Evaluatee Comments: \_\_\_\_\_  
\_\_\_\_\_

Evaluator Comments: \_\_\_\_\_  
\_\_\_\_\_

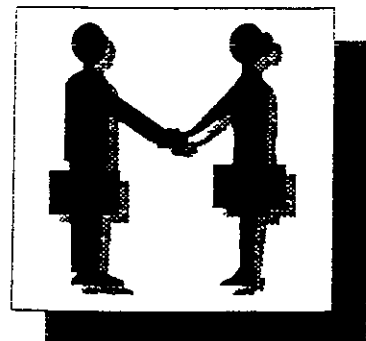
*This plan is aligned with the Consolidated and Professional Development Plans of the school/district.*

Individual Growth Plan Developed \_\_\_\_\_ Achieved/Revised/Continued \_\_\_\_\_

Evaluatee/Date	Evaluatee/Date
----------------	----------------

Evaluator/Date	Evaluator/Date
----------------	----------------

**PROFESSIONAL  
GROWTH  
PLAN  
APPENDIX  
A**



## **Professional Growth Plan**

A plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement, and professional development or consolidated plans.

704 KAR 3:345

### **Enrichment Plan**

#### *Steps in development of a professional growth plan*

1. Determine the performance area for growth using one or more of the following:
  - a. Evaluation data
  - b. Consolidated plan/school or district goals
  - c. Other goals
2. Clearly specify the criteria to be addressed.....
3. Utilizing descriptors- develop the growth objective
4. Identify present stage of development
5. Determine Activities/Procedures

## **Assistance Plan**

### *Steps in the development of an Assistance Growth Plan.....*

1. Determine the performance area of growth using one or more of the following:
  - a. evaluation data
  - b. Consolidated plan/school or district goals
  - c. other goals
2. Clearly specify the criteria to be addressed...
3. Utilizing descriptors develop the growth objective
4. Identify present stage of development
5. Determine activities/procedures
6. Evaluator takes an active role in activities and appraisal dates
7. If necessary a team may be requested to provide assistance to proficiency

The Evaluator must answer the question.....

### **Do I need the help of an Assistance Team?**

Examples of Intensive Assistance.....

Evaluation contacts become more frequent and formal

Evaluator confirms diagnosis with other supervisory personnel

Employee is given time to improve

Employee is given help to improve

Employee is given progress reports

Multiple Observers are called in



Evaluator asks for and examines files and work samples

Evaluator stresses job expectations

Employee is given ample opportunity to demonstrate progress and achievement of goals

### **Employee Intensive Assistance**

Each employee of the system is required to have an individual professional growth plan which may be either for enrichment or assistance. An assistance growth plan is in place to provide the employee with additional assistance and supervision to help them to make the necessary changes in their performance to meet district standards. After an employee is on an assistance plan, that employee is allowed time to improve their performance, and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the district standard. From time to time an employee may be unable to improve or choose not to improve his/her performance. After observations and the implementation of an assistance growth plan that has made little or no difference in the employee's reaching district standards, the evaluator must make a decision. It is at this time that an evaluator may choose to have the help of an assistance team to work with the employee.

The following steps would take place:

The evaluator would conference with the employee and indicate the desire to bring in an assistance team. (If the employee refuses assistance, the evaluator has few options left.)

In collaboration with said employee, a team is mutually selected.

The evaluator/employee/and team members meet to discuss the assistance process.

Each meeting of the team is documented in summary format with recommendations.

If the employee, in the judgment of the evaluator makes progress with the team's assistance then the summative evaluation is completed and the summative

conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward the termination of said employee.

The purpose of the intensive assistance team is to provide the employee every possibility to attain the standards of performance of the district. Any employee, teacher or administrator, should understand that the request for an assistance team is the districts' last attempt to salvage the career of the employee and that if the standards are not attained the employee is subject to termination.